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ABSTRACT

This document consists of two reports about trends in the expressed educational objectives of students applying for admission to the City College of San Francisco. The first report reveals that between 1968 and 1973: (1) the balance between students choosing transfer or semi-professional programs has shifted toward the latter; (2) student interest has increased in the fields of health services, accounting, art and architecture, broadcasting, liberal arts and general education, technical engineering, protective services (criminology and fire science), biology, chemistry, library technology, and ornamental horticulture; (3) student interest has declined in the fields of teaching, commercial art, interior decorating, general business, data processing, professional engineering, mathematics, and social work; (4) more females are selecting majors in previously male-dominated fields; (5) and the percentage of students who were Undecided regarding career plans increased from 25 percent to 32 percent. The second report compares Undecided students with students expressing objectives and notes differences--lower reading skills, a tendency toward part-time attendance, lower GPA, and less persistence for Undecided students. (DC)

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TRENDS IN EXPRESSED EDUCATIONAL OBJECTIVES

1968 - 1973

As part of the Placement Test procedures, new students entering City College of San Francisco are asked to indicate their intended academic major or career goal. If they have not chosen one they are instructed to report "Undecided."

Recent years have seen changes not only in enrollment trends but also changes in the attitudes and aspirations of students regarding education and occupations. The purpose of the following report is to examine the expressed objectives of students entering City College for the Fall term, 1968, and for the Fall term, 1973. The five year span covers a time when enrollment was increasing rapidly, peaking in 1971, and then leveling off to a decline in 1973. Subjects of the study were 4,030 students taking the placement tests for enrollment in day classes in Fall, 1968, and 5,064 students examined for Fall, 1973. For the Fall, 1968 semester, 2,103 or 52% of the group were men, and 1,927 or 48% were women. For Fall, 1973, men numbered 2,516 and women 2,548, divided approximately 50-50. In the interval the number of men increased by 20%, women by 32%, for a general growth of 26% for all new students.

In reviewing the report certain limitations in the data should be taken into account and the results interpreted broadly. Some students taking the placement tests do not subsequently register for courses. Also, early expression of intent to follow a certain major does not commit a student to actually starting that major or carrying it through to completion. It should also be noted that in some areas the numbers of students is small, so that a large percentage change does not necessarily reflect an important trend. Within these limitations the report does reveal some significant trends in student preferences for educational and occupational objectives.

Table I summarizes expressed intent to take programs preparatory for transfer to four-year colleges and universities, or to follow two-year semi-professional curricula. In 1968 the division between the two types of courses approximated the 60-40 ratio that has been typical over a period of years. By 1973 a significant change in the balance has occurred with an increase in preference for the semi-professional programs. ("Indeterminate" in Table I refers to choices expressed in such general terms that they could not be given specific designation in either category.)

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A very important change has occurred in the percentage of students reporting "Undecided." From approximately one fourth of the men and one fifth of the women in 1968, the proportion of "Undecided" approached one-third in 1973.

Table II reports the distribution of preferences by major curricular areas for 1968 and 1973, showing the differences in percentage distribution between those years. Table III covers the numbers of students indicating specific objectives. Trends are shown in the percentage change in numbers of students from the 1968 base figures. Table IV shows the division of men and women within a specific major objective for each of the two key years. Data in the three tables is summarized for each specific objective. If the statement of objective was too general for specific categorization, it was counted as "Unspecified." "Other" includes objectives within a major area that were too few in number to be given a separate classification.

Art and Architecture. Interest in Art and Photography majors increased. Although still few, the number of women indicating Architecture increased, whereas the number of men showed a down turn. Commercial Art and Interior Decoration and Printing tended to decline. Architecture, Photography and Printing continued to be male dominated.

Business. Percentage of all students specifying the Business area declined. Accounting showed increasing numbers for both men and women. Business Administration declined for men. Air Transportation, Hotel and Restaurant and Secretarial showed decline in numbers. Hotel and Restaurant is a male dominated field, and Air Transportation and Secretarial is primarily women. "Other Tech" includes small numbers of students specifying Merchandising, Real Estate, Retail Floristry, and Traffic and Transportation.

Communications. Trend in Journalism and Related (Advertising, Public Relations, Writing) down for men; Broadcasting, up. Both areas are predominantly male, but the proportion of women is increasing.

Data Processing. Percentage of all students choosing the area declined, and the numbers of both men and women dropped. Proportion of men over women increased.

Education. Significant drop in expressed intent to become teachers for both men and women, except for some increase in women indicating PE teaching. Library Technicians and Teacher Assisting increased. Librarians declined. Education remains predominantly female.

Engineering. Professional Engineering specialties declined, but Technical areas increased strongly. Heavy male dominance in all phases of Engineering, but the beginning of a positive interest by women is apparent in 1973.

Liberal Arts and General Education. A general upward trend with variations in specific subject fields, and for men and women. Performing Arts (Music, Drama and Dance) increased strongly. Sociology increased. History, Economics and Political Science tended downward. Music predominantly men. Drama and Dance primarily women. Social sciences balanced as to sex, except for Economics which has a slight male edge, and Psychology which tips toward the women.

Health. Increased greatly in almost all specialties, except for a drop in men specifying Pharmacy. Health drew the greatest share of new students, 17%, in 1973, replacing Business which led in 1968 with 15%. One quarter of the women specified a Health area major in 1973, up from third place with 15% in 1968, following Business and Education at that time. In the past, Professional Health specialties tended to be male dominated, and the Semi-Professional majors--except for Dental Tech and Radiologic Tech--tended to be women's choices. In 1973, the proportion of women specifying Professional Health majors approached balance with men, or exceeded them.

Math/Science. This area tended to be stable for men but growing for women. Within the area interest in mathematics declined. Biological Sciences and Chemistry showed very strong growth. Ornamental Horticulture has become the major with the greatest percentage gain in numbers. The proportion of women choosing Chemistry and Ornamental Horticulture exceeded men in 1973.

Public Service. Overall preference for the Public Service area tended to drop. Within the area the number of men specifying Law declined, but women--while still relatively few in numbers--showed a great increase. A low degree of interest in military service persists. Protective Services (Criminology and Fire Science) increased. Predominantly a male objective, the number of women choosing Criminology increased considerably. Social Work declined but remained predominantly female.

SUMMARY AND CONCLUSIONS:

Expressed educational objectives of students taking the Placement Tests for Fall, 1968, were compared with those for Fall, 1973, revealing a number of significant trends. The balance between students choosing Transfer programs or Semi-Professional majors shifted toward latter. A dramatic drop in

the numbers of students planning teaching careers has occurred along with an equally pronounced increase in intent to enter a Health service area, both professional and semi-professional. Interest in Ornamental Horticulture, Photography, Chemistry and many Liberal Arts majors has increased, whereas a decline has occurred in preference for Social Work, Data Processing and Business fields--except Accounting.

An important trend is shown in the gradual but positive movement of women into majors that have been male dominated in the past. This is occurring especially in the Professional Health specialties and for Law and Criminology, with some upward trend in Engineering and Architecture.

A finding of considerable importance to planning educational services is seen in the increase in proportion of students entering college without defined objectives. Between 1968 and 1973, the "Undecideds" increased from one-fourth of new students to almost one-third.

The changes in expressed objectives reported above suggest that students may be responding to the realities of economic and social conditions. Perhaps the increase in the number of students without specified objectives reflects uncertainty about the future. In any case the need for career guidance is again emphasized, supporting similar findings in the recent "Survey of Expressed Needs for Guidance Services."

From a practical standpoint the data in this report provide a baseline against which to gauge subsequent expressions of objectives. Beginning with the current semester, Spring, 1974, a roster of new students listed by intended major will be produced for the use of instructors, counselors, or others who would find the information helpful.

Office of Testing and Research

May, 1974

TRENDS IN EXPRESSED EDUCATIONAL OBJECTIVES

Table I

TYPE OF PROGRAM

A. ALL STUDENTS

	1968		1973				
	f	%	f	%	Diff	Z	% Change
Transfer	1638	62.21	1645	54.63	(7.58	5.75	.4
Semi Prof.	995	37.79	1366	45.37	(		37.3
	2633		3011				
Indeterminate	377		435				
Total Obj.	3010		3446				
Total Obj.	3010	74.69	3446	68.05	(6.64	6.93	14.5
Undecided	1020	25.31	1618	31.95	(		58.6
Total N =	4030		5064				

B. MEN

Transfer	841	64.49	813	56.15	(8.34	4.46	-3.2
Semi Prof.	463	35.51	635	43.85	(		37.2
	1304		1448				
Indeterminate	200		201				
Total Obj.	1504		1649				
Total Obj.	1504	71.52	1649	65.54	(5.98	4.35	9.6
Undecided	599	28.48	867	34.46	(		44.7
Total N =	2103		2516				

C. WOMEN

Transfer	797	59.97	832	52.23	(6.74	3.64	4.4
Semi Prof.	532	40.03	731	46.77	(		37.4
	1329		1563				
Indeterminate	177		234				
Total Obj.	1506		1797				
Total Obj.	1506	78.15	1797	70.53	(7.62	5.74	19.3
Undecided	421	21.85	751	29.47	(		78.4
Total N =	1927		2548				

Table II

MAJOR AREAS

A. ALL STUDENTS

	1968		1973			
	f	%	f	%	Diff	%
Art & Architecture	265	6.56	294	5.81	- .75	1.48
Business	633	15.71	656	12.95	-2.76	3.75
Communications	65	1.61	70	1.38	- .23	.90
Data Processing	107	2.66	47	.93	-1.73	6.39
Education	518	12.85	220	4.34	-8.51	14.77
Engineering	239	5.93	282	5.57	- .36	.73
Lib Arts & Gen Ed	268	6.65	395	7.80	1.15	2.10
Health	435	10.79	876	17.30	6.51	8.78
Math/Science	186	4.62	311	6.14	1.52	3.17
Public Service	294	7.30	295	5.83	-1.47	2.83
	3010	74.69	3446	68.05		
Undecided	1020	25.31	1618	31.95	6.64	6.93
	4030	100.00	5064	100.00		

B. MEN

Art & Architecture	160	7.61	166	6.60	-1.01	1.33
Business	271	12.89	291	11.57	-1.32	1.37
Communications	49	2.33	43	1.71	- .62	1.51
Data Processing	59	2.81	29	1.15	-1.66	4.11
Education	154	7.32	65	2.58	-4.74	7.55
Engineering	233	11.08	269	10.69	- .39	.42
Lib Arts & Gen Ed	138	6.56	199	7.91	1.35	1.76
Health	137	6.51	234	9.30	2.79	3.47
Math/Science	119	5.66	162	6.44	.78	1.10
Public Service	184	8.75	191	7.59	-1.16	1.44
	1504	71.52	1649	65.54		
Undecided	599	28.48	867	34.46	5.98	4.35
	2103	100.00	2516	100.00		

MAJOR AREAS

C. WOMEN

	1968		1973			
	f	%	f	%	Diff	Z
Art & Architecture	105	5.45	128	5.02	- .43	.64
Business	362	18.79	365	14.32	-4.47	4.01
Communications	16	.83	27	1.06	.23	.78
Data Processing	48	2.49	18	.71	-1.78	4.89
Education	364	18.89	155	6.08	-12.81	13.25
Engineering	6	.31	13	.51	.20	1.02
Lib Arts & Gen Ed	130	6.74	196	7.69	.95	1.21
Health	298	15.46	642	25.20	9.74	7.92
Math/Science	67	3.48	149	5.85	2.37	3.66
Public Service	110	5.71	104	4.08	-1.63	2.53
	1506	78.15	1797	70.53		
Undecided	421	21.85	751	29.47	7.62	5.74
	1927	100.00	2548	100.00		

Table III

SPECIFIC OBJECTIVES

	A. ALL STUDENTS			B. MEN			C. WOMEN		
	1968 f	1973 f	% Change	1968 f	1973 f	% Change	1968 f	1973 f	% Change
Art & Arch.									
Arch	36	38	5.6	35	31	-11.4	1	7	600.0
Art	90	116	28.9	46	53	15.2	44	63	43.2
Com Art	52	43	-17.3	23	16	-30.4	29	27	-6.9
Int Dec	18	10	-44.4	0	3		18	7	-61.1
Photo	49	69	40.8	39	49	25.6	10	20	100.0
Print	20	18	-10.0	17	14	-17.7	3	4	33.3
	265	294	10.9	160	166	3.8	105	128	21.9
Business									
Bus Ad	87	79	-9.2	60	48	-20.0	27	31	14.8
Acctg	42	89	111.9	24	50	108.3	18	39	116.7
Air Trans	50	37	-26.0	1	7	600.0	49	30	-38.8
H & R	94	88	-6.4	81	77	-4.9	13	11	-15.4
Secty	89	45	-49.4	2	2	0	87	43	-50.6
Other Tech	23	45	95.6	9	23	155.6	14	22	57.1
Unspecified	248	273		94	84		154	189	
	633	656	3.6	271	291	7.4	362	365	1.0
Communications									
Journalism & Rel	35	29	-17.1	21	13	-38.1	14	16	14.3
Broadcast	30	41	36.7	28	30	7.1	2	11	450.0
	65	70	7.7	49	43	-10.6	16	27	68.8
Data Proc	107	47	-56.1	59	29	-50.8	48	18	-62.5

	A. ALL STUDENTS			B. MEN			C. WOMEN		
	1968 f	1973 f	% Change	1968 f	1973 f	% Change	1968 f	1973 f	% Change
Education									
Teachers	492	175	-64.4	153	52	-67.9	339	123	-64.2
Kg/Elem	60	19	-68.3	2	0	-100.0	58	19	-67.2
Home Ec	21	10	-52.4	0	0	0	21	10	-52.4
PE	34	44	29.4	24	21	-12.5	10	23	130.0
Other	377	102	-72.9	127	31	-75.6	250	71	-71.4
Other Educ	26	45	73.1	1	13	1200.0	25	32	28.0
Librarians	10	9	-10.0	1	2	100.0	9	7	-22.2
Libr Tech	4	16	300.0	0	4		4	12	200.0
Tchr Asst	12	20	66.7	0	7		12	13	8.3
	518	220	-57.5	154	65	-60.1	364	155	-57.2
Engineering									
Professional	54	42	-22.2	53	40	-20.7	1	2	100.0
Elec	28	17	-39.3	28	17	-39.3	0	0	0
Mech	19	15	-21.1	18	15	-16.7	1	0	-100.0
Other	7	10	42.9	7	8	14.3	0	2	
Technical	98	167	70.4	98	162	65.3	0	5	
Drafting & Rel	25	33	32.0	25	31	24.0	0	2	
Elec	37	77	108.1	37	75	102.7	0	2	
Mech	17	23	35.3	17	22	29.4	0	1	
AirTech	--	25		--	25		--	0	
Other	19	9	-52.6	19	9	-52.6	0	0	
Unspecified	87	73		82	67		5	6	
	239	282	17.99	233	269	15.5	6	13	116.7
LibArts/Gen Ed									
Humanities	121	200	65.3	59	112	89.8	62	38	41.9
English	15	28	86.7	5	15	200.0	10	13	30.0
Forgn Lang.	21	24	14.3	3	9	200.0	18	15	-16.7
History	24	9	-62.5	16	6	-62.5	8	3	-62.5
Drama/Dance	19	35	84.2	5	9	80.0	14	26	85.7
Music	38	90	136.8	27	63	133.3	11	27	145.5
Other	4	14	250.0	3	10	233.3	1	4	300.0

	A. ALL STUDENTS			B. MEN			C. WOMEN		
	1968 f	1973 f	% Change	1968 f	1973 f	% Change	1968 f	1973 f	% Change
Social Science	97	119	22.7	49	53	8.2	48	66	37.5
Econ	12	8	-33.3	6	5	-16.7	6	3	-50.0
Pol Sci	14	13	-7.1	10	7	-30.0	4	6	50.0
Psych	49	58	18.4	22	21	-4.5	27	37	37.0
Sociol	7	22	214.3	2	11	450.0	5	11	120.0
Other	15	18	20.0	9	9	0	6	9	50.0
Unspecified	50	76		30	34		20	42	
Health									
Professional	166	355	113.9	102	160	56.9	64	195	204.7
Dentist	28	44	57.1	25	29	16.0	3	15	400.0
Medicine	59	162	174.6	45	86	91.1	14	76	442.9
Pharm	28	30	7.1	18	12	-33.3	10	18	80.0
Vet	14	27	92.9	8	12	50.0	6	15	150.0
Other	37	92	148.6	6	21	250.0	31	71	129.0
Semi Prof	269	521	93.7	35	74	111.4	234	447	91.0
Dent Asst	30	44	46.7	0	0	0	30	44	46.7
Dent Tech	18	26	44.4	12	13	8.3	6	13	116.7
Med Cler	27	71	163.0	0	4		27	67	148.2
Nurse	166	286	72.3	10	16	60.0	156	270	73.1
Rad Tech	28	65	132.1	13	30	130.7	15	35	133.3
Resp Thpy	--	29		--	11		--	18	
	435	876	101.4	137	234	70.8	298	642	
Math/Science									
Math	70	31	-55.7	40	17	-57.5	30	14	-53.3
Biol Science	18	46	155.6	10	23	130.0	8	23	187.5
Forestry & Rel	20	24	20.0	20	16	-20.0	0	8	
Earth Science	10	13	30.0	8	10	25.0	2	3	50.0
Chemistry	10	46	360.0	6	21	250.0	4	25	525.0
Physics	6	14	133.3	4	12	200.0	2	2	0
Orn Hort	10	75	650.0	6	33	450.0	4	42	950.0

	A. ALL STUDENTS			B. MEN			C. WOMEN		
	1968 f	1973 f	% Change	1968 f	1973 f	% Change	1968 f	1973 f	% Change
Unspecified	42	62	47.6	25	30		17	32	
	186	311	67.2	119	162	36.1	67	149	122.4
Public Service									
Law	58	74	27.6	54	41	-24.1	4	33	725.0
Military	2	1	-50.0	2	1	-50.0	0	0	0
Crim	91	139	52.8	84	109	29.8	7	30	338.6
Fire Science	9	26	188.9	9	26	188.9	0	0	0
Rec Ldr	5	12	140.0	3	8	166.7	2	4	100.0
Social Work	129	43	-66.7	32	6	-81.3	97	37	-61.9
	294	295	.3	184	191	3.8	110	104	-4.6

Table IV

DISTRIBUTION BY SEX WITHIN SPECIFIC OBJECTIVES

	1968					1973				
		MEN		WOMEN			MEN		WOMEN	
	N	f	%	f	%	N	f	%	f	%
Art & Arch										
Arch	36	35	97	1	3	38	31	82	7	18
Art	90	46	51	44	49	116	53	46	63	54
Com Art	52	23	44	29	56	43	16	37	27	63
Int Dec	18	0	--	18	100	10	3	30	7	70
Photo	49	39	80	10	20	69	49	71	20	29
Print	20	17	85	3	15	18	14	78	4	22
	265	160	60	105	40	294	166	56	128	44
Business										
Bus Ad	87	60	69	27	31	79	48	61	31	39
Acctg	42	24	57	18	43	89	50	56	39	44
Air Trans	50	1	2	49	98	37	7	19	30	81
H & R	94	81	86	13	14	88	77	88	11	12
Secty	89	2	2	87	98	45	2	4	43	96
Other Tech	23	9	39	14	61	45	23	51	22	49
Unspecified	248	94		154		273	84		189	
	633	271	43	362	57	656	291	44	365	56
Communications										
Journalism & Rel	35	21	60	14	40	29	13	45	16	55
Broadcast	30	28	93	2	7	41	30	73	11	37
	65	49	75	16	25	70	43	61	27	39
Data Proc	107	59	55	48	45	47	29	62	18	38
Education										
Teachers	492	153	31	339	69	175	52	30	123	70
Kg/Elem	60	2	3	58	97	19	0	--	19	100
Home Ec	21	0	--	21	100	10	0	--	10	100
PE	34	24	71	10	29	44	21	48	23	52
Other	377	127	34	250	66	102	31	30	71	70

	1968					1973				
		MEN		WOMEN			MEN		WOMEN	
	N	f	%	f	%	N	f	%	f	%
Other Educ	26	1	4	25	96	45	13	29	32	71
Librarians	10	1	10	9	90	9	2	22	7	78
Libr Tech	4	0	--	4	100	16	4	25	12	75
Tchr Asst	12	0	--	12	100	20	7	35	13	65
	518	154	30	364	70	220	65	30	155	70
Engineering										
Professional	54	53	98	1	2	42	40	95	2	5
Elec	28	28	100	0	--	17	17	100	0	--
Mech	19	18	95	1	5	15	15	100	0	--
Other	7	7	100	0	--	10	8	80	2	20
Technical	[illegible]	98	100	0	--	167	162	97	5	3
Drafting &Rel	25	25	100	0	--	33	31	94	2	6
Elec	37	37	100	0	--	77	75	97	2	3
Mech	17	17	100	0	--	23	22	96	1	4
Air Tech		NO PROGRAM				25	25	100	0	--
Other	19	19	100	0	--	9	9	100	0	--
Unspecified	87	82		5		73	67		6	
	239	233	97	6	3	282	269	95	13	5
Lib Arts/Gen Ed										
Humanities	121	59	49	62	51	200	112	56	88	44
English	15	5	33	10	67	28	15	54	13	46
Forgn Lang	21	3	14	18	86	24	9	37	15	63
History	24	16	67	8	33	9	6	67	3	33
Drama/Dance	19	5	26	14	74	35	9	26	26	74
Music	38	27	71	11	29	90	63	70	27	30
Other	4	3	75	1	25	14	10	71	4	29
Social Science	97	49	50	48	50	119	53	45	66	55
Econ	12	6	50	6	50	8	5	63	3	37
Pol Sci	14	10	71	4	29	13	7	54	6	46
Psych	49	22	45	27	55	58	21	36	37	64
Sociol	7	2	29	5	71	22	11	50	11	50
Other	15	9	60	6	40	18	9	50	9	50
	268	138	51	130	49	395	199	50	196	50

	1968					1973				
		MEN		WOMEN			MEN		WOMEN	
	N	f	%	f	%	N	f	%	f	%
Health										
Professional	166	102	61	64	39	355	160	45	195	55
Dentist	28	25	89	3	11	44	29	66	15	34
Medicine	59	45	76	14	24	162	86	53	76	47
Pharm	28	18	64	10	36	30	12	40	18	60
Vet	14	8	57	6	43	27	12	44	15	56
Other	37	6	16	31	84	92	21	23	71	77
Semi Prof	269	35	13	234	87	521	74	14	447	86
Dent Asst	30	0	--	30	100	44	0	--	44	100
Dent Tech	18	12	67	6	33	26	13	50	13	50
Med Cler	27	0	--	27	100	71	4	6	67	94
Nurse	166	10	6	156	94	286	16	6	270	94
Rad Tech	28	13	46	15	54	65	30	46	35	54
Resp Thpy	NO PROGRAM					29	11	38	18	62
	435	137	31	298	69	876	234	27	642	73
Math/Science										
Math	70	40	57	30	43	31	17	55	14	45
Biol Science	18	10	56	8	44	46	23	50	23	50
Forestry & Rel	20	20	100	0	--	24	16	67	8	33
Earth Science	10	8	80	2	20	13	10	77	3	23
Chemistry	10	6	60	4	40	46	21	46	25	54
Physics	6	4	67	2	33	14	12	86	2	14
Orn Hort	10	6	60	4	40	75	33	44	42	56
	186	119	64	67	36	311	162	52	149	48
Public Service										
Law	58	54	93	4	7	74	41	55	33	45
Military	2	2	100	0	--	1	1	100	0	--
Crim	91	84	92	7	8	139	109	78	30	22
Fire Science	9	9	100	0	--	26	26	100	0	--
Rec Ldr	5	3	60	2	40	12	8	67	4	33
Social Work	129	32	25	97	75	43	6	14	37	86
	294	184	63	110	37	295	191	65	104	35

CITY COLLEGE OF SAN FRANCISCO

Office of Testing and Research

STUDENTS "UNDECIDED" AS TO EDUCATIONAL OBJECTIVES

A survey of trends in expressed educational objectives revealed that between 1968 and 1973 the percentage of students applying for admission to City College of San Francisco who reported that they were "Undecided" regarding their educational and career plans increased from twenty-five (25%) percent to thirty-two (32%) percent and has moved upward in subsequent semesters. In order to gain a greater understanding of the implications of this trend for guidance services and instructional programs this study was undertaken. It attempts to describe and analyze the "Undecided" student in a variety of personal and academic dimensions.

The data is drawn from applicants to City College of San Francisco who took the Placement Test Battery for Fall, 1974. The number tested was 5,104, of whom 49% were men and 51% were women. Of the men, 40% were "undecided" and 35% of the women had not chosen an objective. "Undecided" Veterans numbered 102, or 10% of the "Undecided" men. Participation in the EOPS program was indicated by 38 of the undecided students. This may be a minimal figure because students entering the college under the EOPS program are not always clearly identified at the time of placement testing.

Table I shows the source of Undecided students. For each of the San Francisco Public High Schools the number of students tested is reported; followed by the number and percentage of Undecideds. The same data is shown for San Francisco Catholic High Schools, grouped by Boys' schools and Girls' schools. Only the number of Undecideds is shown for students in other specific categories, but the overall percentage for the general "Other" category is recorded.

It will be noted that graduates of the San Francisco Public High Schools constitute the greatest proportion of Undecided students. The percentage of Undecided graduates from the Catholic boys' high schools does not differ greatly from the public schools, but the figure for the Catholic girls' schools is significantly lower. The overall percentage of Undecided students from "Other" sources is also significantly lower than San Francisco High Schools to a great degree.

A second phase of the study compared a sample of Undecided students with a comparable group of students who had expressed objectives, to

ascertain if the two groups differed in significant ways. The Undecided sample consisted of 191 students and the control group was composed of 234 students randomly drawn from the test rosters for Fall, 1974.

Table II shows the distribution by age ranges of the two groups. In this respect they did not differ significantly.

Table III reflects placement test data. Table III-A reveals that the Mean Reading Score of the Undecided group was significantly lower than that of the control group. The two groups did not differ significantly in arithmetic performance. In Table III-B it is revealed that a significantly greater proportion of students expressing objectives qualify for English 1A than do the Undecideds. However, for students placing in ESL courses the greater proportion is among the "Undecided."

The groups are compared on academic characteristics in Tables IV-A and IV-B. Students with objectives were enrolled to a greater extent than the "Undecideds" as full time students, in 12 or more units. Conversely, a significantly greater proportion of Undecideds were enrolled in 7 units or less. The group did not differ in the mid-range of 8 to 11 units. Final grades of each group were not dissimilar at and above 1.00 grade point average. Below that level there was a significantly larger proportion of Undecided students.

To a significantly greater degree more students with objectives completed the semester than did "Undecided" students. The "Withdrew" category includes students who took Leaves of Absence and those who received all F's or 0.00 grade point average for final grades. Students receiving all F's usually have dropped out without filing a Leave of Absence Petition. "Undecided" students classified as "Withdrew" exceeded students with objectives to a significant degree. No real difference was found in the percentage of students who did not register for the Fall semester.

SUMMARY AND CONCLUSIONS:

Applicants for Fall, 1974, who indicated that they were Undecided as to educational and career objectives were described in terms of sex, veterans status, EOPS identification and previous educational origin. A sample of the group was compared with a group of students who indicated intended objectives at time of admission.

The data tend to show that students who enter City College of San Francisco without any expression of objectives do differ from students with objectives in a number of important characteristics. It would suggest that the Undecided student needs more assistance in exploring available alternatives with the aim that a concrete decision, even if tentative, be made. Presumably this could lead to a more positive college experience. The data also tend to support the need for increased liaison and communication with San Francisco high schools to the end that students will enter City College better informed and ready to make goal decisions.

May, 1975

Table I

Source of Students

IA - SF HIGH SCHOOL GRADUATING SENIORS, 1974

Source	HS Seniors Tested F'74	HS Seniors Undecided	Undecided
San Francisco	f	f	%
Balboa	161	54	33.54
Galileo	362	183	50.55
Lincoln	241	89	36.93
Lowell	545	240	44.04
McAteer/Poly	37	13	35.14
Mission	115	50	43.48
Washington	384	177	46.09
Wilson	94	33	35.11
SFPHS	1939	839	43.27
Cath Boys HS	212	84	39.62
Cath Girls HS	323	101	31.27
SF Cath HS	535	185	34.58

IB - ALL SF GRADUATES AND OTHER SOURCES

	Tested F'74	Undecided	Undecided
San Francisco	f	f	%
SFPHS Grads	2452	1014	41.35
Cath HS Grads	615	210	34.15
TOTAL SF	3067	1224	39.91
Other			
California		154	
U.S.		206	
Foreign		137	
		497	
GED/Non Grad		180	
TOTAL Other	2037	677	33.24

Table II

AGE OF STUDENTS

Age	UNDECIDED f	UNDECIDED %	OBJECTIVE f	OBJECTIVE %	DIFF %	z
17 or less	64	33.86	79	33.76	.10	.022
18 - 21	81	42.86	87	37.18	5.68	1.187
22 - 25	22	11.64	33	14.10	2.46	.748
26 - 29	15	7.94	19	8.12	.18	.068
30 or over	7	3.70	16	6.84	3.14	1.416
	189		234			

Table III A

PLACEMENT TEST SCORES

	UNDECIDED					OBJECTIVE						
TEST	N	Mean	SD	Natl PR	CCSF PR	N	Mean	SD	Natl PR	CCSF PR	Diff Mean	f
COOP Rdg	188	148.86	10.302	17	44	233	152.49	11.213	26	53	3.63	3.425**
SCAT Q	189	286.35	19.712	24	38	234	287.88	19.874	27	43	1.53	.787

Table III B

ENGLISH PLACEMENT

	UNDECIDED f	UNDECIDED %	OBJECTIVE f	OBJECTIVE %	DIFF %	z
X	21	11.11	56	23.93	12.82	3.397 **
6	63	33.33	79	33.76	.43	.093
5	65	34.39	95	40.60	6.21	1.309
ESL	40	21.16	4	1.71	19.45	6.514 **
	189		234			

** significant at 1% level

Table IV A

UNITS ATTEMPTED

Units	UNDECIDED f	UNDECIDED %	OBJECTIVE f	OBJECTIVE %	DIFF %	z
12 or more	51	38.64	92	51.11	12.47	2.184 *
8 - 11	38	28.79	48	26.67	2.12	.414
7 or less	43	32.58	40	22.22	10.36	2.046 *
	132		180			

Table IV B

GRADE DISTRIBUTION

G P A	UNDECIDED f	UNDECIDED %	OBJECTIVE f	OBJECTIVE %	DIFF %	z
3.00 or higher	37	28.03	66	36.67	8.64	1.600
2.00 - 2.99	48	36.36	62	34.44	1.92	.351
1.00 - 1.99	18	13.64	28	15.56	1.92	.473
.99 or lower	29	21.97	24	13.33	8.64	2.008 *
	132		180			

* significant at 5% level

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Table V

ATTRITION / COMPLETION

	UNDECIDED f	UNDECIDED %	OBJECTIVE f	OBJECTIVE %	DIFF %	z
Compl Sem.	113	59.16	169	72.22	13.06	2.834 **
Withdrew	42	21.99	29	12.39	9.96	2.638 **
Not Reg.	36	18.85	36	15.39	3.46	.947
	191		234			

** significant at 1% level